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THE SOCIALIZATION OF ECONOMIC GEOGRAPHY

MICHAEL B. GRADONE JR.

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THESIS

THE SOCIALIZATION OF ECONOMIC GEOGRAPHY

SUBMITTED BY

MICHAEL B. GRADONE JR.

B. S. in ED. SALEM STATE TEACHERS COLLEGE, 1942

IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

1947

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ACKNOWLEDGMENT

To Dr. John L. Rowe, Associate
Professor of Business Education,
Boston University, School of
Education, whose guidance proved
invaluable in the preparation of
this thesis, I express my deep
and sincere appreciation.

PARTICIPATION TALE

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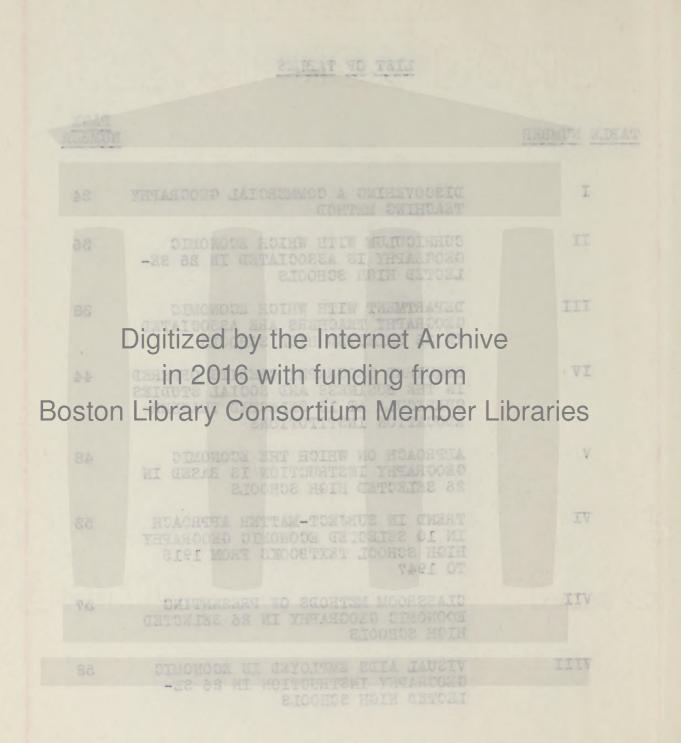
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CHAPTER I

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

The problem of this thesis is a measurement of the status of Economic Geography in the high school curriculum. The trend toward socialization of high school business subjects is affecting all phases of business education. This study will attempt to ascertain the effects of this educational trend on the subject of Economic Geography.

This study has for its purpose the following objectives:

- 1. To determine the place of Economic Geography in the high school curriculum--whether in the business or social science curriculum.
- 2. To determine the method of approach which is used to present the Economic Geography content in the light of socialization or changing emphasis.
- 3. To determine the teaching procedures and methods of presentation of the new Economic Geography.

DEFINITION OF TERMS USED

In order that there may be complete uniformity of understanding of the terms used in this study, it may be well to define them here. These definitions will hold throughout the content of this thesis.

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Economic Geography

That area of study dealing with the geographical factors of location, climate, natural resources, accessibility, population, and competition—and the effect of these factors on economic and social behavior.1

Social Studies

Those school subjects whose purpose is to explain human relations. Those most commonly taught are history, civics, economics, and sociology. This term is used interchangeably with Social Science studies.

Social-business subjects

Business education that has to do with understanding and interpreting the political, economic, and social factors which affect our civilization, in order to give the individual certain attitudes and to lead him to actions which will contribute to the establishment of a better type of civilization.

Business education

That area of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships.

lall definitions listed here are based on Webster's Collegiate Dictionary, 5th Ed., Springfield, Mass., G. & C. Merriam Co., 1946, and the Dictionary of Education, New York, McGraw-Hill Book Co. Inc., 1945.

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Curriculum

A systematic group of courses or sequence of courses required for graduation or certification in a major field of study.

Socialization

The process of placing emphasis on the social aspects of any activity, so as to make it applicable or beneficial to society as a whole rather than to individuals or small groups.

High School

That area of secondary education which includes grades nine, ten, eleven, and twelve.

Trend

A movement, inclination, or tendency in a certain direction.

THE PURPOSE OF THE STUDY

The recent educational trend toward socialization of business subjects has left a large question mark on the subject of Economic Geography. Formerly a staid and exclusive member of the Business subject department, Economic Geography has more recently been given the status of a social-business subject, due to the demand that business

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Despite this reawakening, however, general uniformity is lacking in regard to several phases or issues which pertain to this changing concept of Economic Geography. With increased emphasis being placed on the social and practical aspects, should Economic Geography retain its standing as a business subject, to be kept in the Business department? Should the Social Science department take over the subject? Closely associated with this issue, should the business teacher adapt himself to this change in emphasis, or is the social studies instructor better able to handle the new Economic Geography?

Other questions arise with this changing concept of Economic Geography. Exactly where should the emphasis be placed on the subject-matter content? What methods and teaching procedures are more beneficial in the instruction of the new Economic Geography?

Leading educators and administrators have been aware of this lack of uniformity in regard to the phases of

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The matter of the place of Economic Geography in the high school curriculum has long been a debatable one.

Herbert A. Tonne, authority in Business education at New York University, makes the following statement:

Economic Geography is primarily concerned with the way in which Geography affects economic behavior. It is related to biological Geography, historical Geography, and similar courses in so far as they all influence economic life. In most schools which offer Economic Geography, the subject is a required course for business students, and an elective course for others.

Why should Economic Geography be attached to the Business curriculum? Would not a course in general Geography meet student needs more fully? The sponsors of Economic Geography reply that general Geography is largely economic, anyway, and that the business student is also interested in other phases of Geography.

Tonne is but one of several who questions the place of Economic Geography in the Business department. William M. Polishook, in "Economic Geography in a World at War," is also well aware of the problem of correct placement of Economic Geography in the high school curriculum.

Economic Geography has always been regarded as being a business subject. Just why it has been restricted within the confines of a department and why it is regarded as being valuable only

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as vocational preparation cannot be justified. Economic Geography is education for democratic living. It belongs in every curriculum.

Rovena M. Sylvester, Geography instructor at the Chelsea, Massachusetts, High School, in "Planning the Subject Matter to Be Studied in a Unit in Economic Geography," makes the following statement:

Too few of our pupils have the opportunity of studying Commercial Geography, which is a vital, living, fascinating subject if given the thought and time it deserves. 2

Pauline M. Papke, in the article entitled "Suggestions Concerning a New Syllabus in Economic Geography," is also concerned with the problem of correct placement of Economic Geography in the high school curriculum. She remarks:

A careful consideration of this whole course and its place in the high school curriculum seems in order.

First, for whom is the course intended?3

lWilliam M. Polishook, "Economic Geography in a World at War." Journal of Business Education, 16:30, February, 1941.

²Rovena M. Sylvester, "Planning the Subject Matter to Be Studied in a Unit in Economic Geography." Unit Planning in Business Education. Fifteenth Yearbook, Eastern Commercial Teachers Association, 1942. p.221.

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Dissatisfaction over the placement of Economic Geography in the Business curriculum is expressed by John C. Parsons, of Kearny High School, Kearny, New Jersey, who states:

Economic Geography has been handicapped by the position to which it has been assigned in the curriculum. It has been relegated to the Commercial curriculum and to the Commercial department. The fact that it has been called Commercial Geography gave it a specialized and utilitarian character in the minds of the pupils and of their parents.

Sara R. Hume, Dean of Girls at the Melrose, Massachusetts, High School, and teacher of Geography, wonders about the place of the subject in the high schools. She asks, in the article "What is Happening to Geography?":

What is happening to Geography? It is time to do something about the place of Geography in the high school course. What part does Geography now have in the training of the average high school student?²

A more general agreement in the matter of placement of Economic Geography in the high school curriculum is imperative if the fullest advantages are to be realized. The questions "Where in the high school curriculum does Economic Geography belong?" and "Who should take Economic Geography?"

lJohn C. Parsons, "A Plea for Social and Economic Geography." Journal of Business Education, 11:15-16, Feb. 1936.

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must be answered to a more uniform degree if the subject is to give its potential benefits and opportunities.

Closely allied with the place of Economic Geography in the high school curriculum is the matter concerning who is to teach the subject—business teacher or social studies teacher. With the original placement of Economic Geography in the Business curriculum, business teachers have been instructing Economic Geography classes without controversy. With the recent trend of socialization of business subjects, however, has come considerable debate concerning the merits of business teacher versus social studies teacher in the instruction of Economic Geography. Although this thesis will not attempt to investigate too deeply the matter of teacher qualification, for it in itself is a thesis study, this paper will attempt to reveal the trend in present-day Economic Geography teaching—whether the subject is being taught by business or social studies teachers.

The question of who should teach the subject is being raised with increasing frequency by both teachers and educators alike. Arthur C. Kelley, instructor at San Jose College, at San Jose, California, questions the teaching of Economic Geography by business teachers. In the article entitled, "Is Social-Business Training the Task of Business Education?" Mr. Kelley states his arguments as to why he objects to Economic Geography being taught by business teachers, when he states:

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Just why commercial teachers should consider themselves better qualified to teach these courses than the social science teachers is not clear. Presumably it comes from the idea that one trained in the principles and methods of business has the knowledge and viewpoint required to give the students a correct understanding of the influences which determine our civilization and to develop in their minds the proper social and civic attitudes. To this whole idea I wish to take the broadest exception. I

In answer to Mr. Kelley's condemnation of the teaching of Economic Geography by business teachers, Mr. Raymond S. Dower, head of the Commercial department at the Wakefield, Massachusetts, High School, defends the teaching of Economic Geography by the business teacher. Mr. Dower replies that while the subject may not belong rightfully in the Business department, no other department teaches it, and therefore the Business department is performing a worthy service in the high school. Mr. Dower also states that the business teacher is very capable of instructing a class in a subject which has a social aspect.²

Thus the controversy and lack of uniformity continue to exist in the field of teacher qualification.

lArthur C. Kelley, "Is Social-Business Training the Task of Business Education?" Balance Sheet, 17:5, September, 1935.

²Raymond S. Dower, "Views on Socio-Business Education." Balance Sheet, 18:311, March, 1936.

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Herman S. Levi is another educator who recognizes the problem of adequate teacher qualification in the instruction of Economic Geography. In his article entitled "Ineffective Geography Teaching--Why?" Mr. Levi reveals some rather startling facts which bear out the controversies concerning the teaching of Economic Geography in the high schools.

Mr. Levi says:

In addition to the problems of curriculum placement and teacher qualification, there exists the problem of some kind of uniformity in content emphasis in Economic Geography. At present there seems to be little or no evidence of general agreement as to what should be the major stress of the important subject.

Confirmation of this fact is expressed in an article written by Z. Carleton Staples, national authority on Economic Geography. Mr. Staples expresses these sentiments:

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Mr. Levi says:

Too frequently Geography has been passed around like a cast-off shoe to snyone who would teach it, regardless of previous preparation..... A survey of New York City high schools shows that only one-fourth of those teaching Geography have been licensed to do so. Moreover, more than half of them have had no work in Geography at the college level.

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A recent graduate study brought sixty different points of view from as many individuals as to what the preferred emphasis should be on the subject of Economic Geography. A reading of the syllabi and course outlines of various school systems will disclose a wide variance in aims, objectives, and stress.

The emphasis that is to be placed on the subject matter depends much upon the conditions as they exist in the world at the present time. Rovena M. Sylvester expresses this conviction in "Planning the Subject Matter to Be Studied in a Unit in Economic Geography."

Subject matter in Economic Geography must be based on conditions as they are in the world today, not twenty years ago, not even five years ago, but at the present time.²

L. B. Maxwell, in an article entitled "Teaching Commercial Geography," makes a similar statement.

The antiquated method of inflicting upon students a dreary recital of facts and figures is indefensible. In its stead must come an ever-changing formula, because, as this subject deals with a contemporary world, it must follow the daily changes of that world. What was true yesterday may be totally false tomorrow. 3

¹Z. Carleton Staples, "Problems of Economic Geography."
The Contribution of Business Education to Youth Adjustment,
Thirteenth Yearbook, Eastern Commercial Teachers Association,
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A change seems to be about to take place, if not already taking place, in the methods of presenting the subject
matter of Economic Geography. For a long period of time,
teachers recognized little or no difference between Economic
Geography and other school subjects in regard to teaching
procedure. Subject matter was presented in a routine and
factual manner--mere presentation of facts and figures.

Martin Wolfson, in "A Modern Approach to the Teaching of Economic Geography," makes this assertion relative to presentation of Economic Geography material:

One of the major inadequacies in the teaching of Economic Geography is the failure to properly conceptualize the subject. The composition of the average textbook is evidence of this fact; it is always a heavily detailed compilation of a multitude of facts designed to strike fear in the hearts of our pupils through its terminology.

Mr. Wolfson goes on to say:

Our teaching of Economic Geography up to the present moment seeks to make our pupils acquisitive creatures of a hoard of bizarre facts. This defeats the very purpose of education.1

There must be a greater degree of uniformity in Economic Geography--in regard to curriculum placement, subject-matter emphasis, and method of presentation.

¹Martin Wolfson, "A Modern Approach to the Teaching of Economic Geography." High Points, 21:60, February, 1939.

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Economic Geography is a live, modern subject, with tremendous possibilities, as stated by P. Gabriel in "How to Enrich the Study of Economic Geography."

No other subject in the Commercial curriculum has the possibilities for enriching its study as Industrial or Commercial Geography. In fact, its potentialities are almost boundless, being limited, perhaps, only by the ingenuity of the teacher. A subject as important as Industrial or Commercial Geography may be made the most fascinating in the curriculum, depending on the teacher.

It is a subject which should be taught with realization of present-day problems of political, economic, and social nature. Mere factual data are of little value--and yet Economic Geography has meant exactly that to the student.

Before the utmost values and appreciations may be realized, however, there must be a more uniform policy to be constructed along more practical lines. The rebirth of the subject of Economic Geography will be successful only if teachers and educators work together in an earnest attempt to reach a higher degree of harmony in the teaching of the subject.

This thesis will attempt to evaluate the degree of awakening of Economic Geography. It will attempt to determine the present status of the subject in a more positive

¹P. Gabriel, "How to Enrich the Study of Commercial Geography." Balance Sheet 19:12. September, 1937.

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CHAPTER II

PREVIOUS RESEARCH IN THE FIELD

Teachers and educators have labored diligently in an attempt to clarify the status of Economic Geography in the high school curriculum. Committees have been formed for the purpose of investigation and research in various aspects of the subject, and instructors imbued with initiative and a deep desire to better and improve their subject have conducted studies and surveys with their classes in an effort to contribute to the ever-improving concepts and trends of education.

In regard to the issue of placement of Economic Geography in the high school curriculum--whether in the Business or Social Science curriculum--the Committee on Curricula and Standards, Economic Teachers Association, after a detailed study of the problems of secondary school curricula, came to the conclusion that the subject of Economic Geography should be placed in the Social Studies curriculum. The report of the Committee follows in part:

- 1. Economic Geography develops knowledge, skills, and attitudes that are essential in later social studies instruction.
- 2. Economic Geography develops certain social attitudes, such as an appreciation of the positive contributions to civilization made by the races and peoples of all lands.

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3. Dr. Isaiah Bowman, in the report of the Commission of Social Studies, says:

Geography has an important place in the Social Studies, not by proving things about complex reality, but by introducing a point of view by expertly handling specialized data, and by expressing generalizations with the caution that the chemist exhibits when he has discovered a new mode of occurrences.

4. The Committee on Curricula concludes by stating that

In view of the fact that Economic Geography is a social study which contributes knowledge, skills, and attitudes that are necessary for the successful study of history and current social and economic problems, and in view of the fact that such training cannot be acquired incidentally to the study of other subjects, and, because it fits in so well with the general objectives of the four-year sequence, the members of the Association of Economic Teachers of New York urge the Social Studies teachers to adopt the proposed four-year sequence originally suggested by the Social Studies Council, calling for the inclusion of one term of Economic Geography in the first year of the academic course. I

The report of the Committee on Standards of Certification for the Teaching of Geography in the High Schools also contains evidence that Economic Geography is primarily a social study. The Committee reports:

lEconomic Teachers Association of New York, Committee on Curricula and Standards. "The Place of Economic Geography in the Secondary School Curriculum." High Points, 22:28-34, March, 1940.

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1. That Geography is considered by a preponderatingly large majority of high school people as a Social Studies subject is borne out by the following statistics based on returns from 29 representative state departments of education:

84% of the states classify Geography as a Social Science.
10% of the states classify Geography as a Commercial study.
6% of the states classify Geography as a Natural Science.

- 2. Those universities which confer the greater number of doctor's degrees in Geography have also affiliated the subject with the Social Science, in whole or in part.
- 3. Another evidence of the trend toward the Social Sciences is the strong emphasis on the human theme of nearly all modern Geography textbooks and reference works, both of the college and high school level.
- 4. The phenomenally increasing recognition of Geography in the works of the allied Social Sciences, as exemplified in most of the new History, Sociology, and Economic texts; also in reference works, such as American Regionalism, by Odum and Moore, and the Encyclopaedia of the Social Sciences.

In contrast to these recommendations to place Economic Geography in the Social Studies curriculum, the Committee of High School Principals of New York has gone on record as favoring the placement of Economic Geography in the Business department. The Committee states:

National Council of Geography Teachers. Report of the Committee on Standards of Certification For the Teaching of Geography in High Schools, Alfred M. Meyer, Chairman. Journal of Geography, 42:56, February, 1943.

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- 1. That the Committee of High School Principals of New York favors the inclusion of Economic Geography as a required subject in the Commercial department.
- 2. Highly successful experience with Economic Geography in the Commercial curriculum in the past was responsible for this recommendation.1

Thus we have these two groups of educators, who, through study and research, have made conflicting recommendations in regard to the place of Economic Geography in the high school curriculum. Each suggestion is based on investigation, and is worthy of deep consideration.

In reference to the issue of whether Economic Geography should be taught by business teachers or social studies teachers, the Committee on Standards of Certification For the Teaching of Geography in High Schools—the National Council of Geography Teachers—believes that although Economic Geography is related to business education, it should not be handled from the business approach. The Committee states:

In a number of states, prospective teachers of business, economics, or other commercial subjects are certified not in a separate category from the Social Studies but under what may be called a Commercial or Business license. Economic Geography frequently becomes a part of the teaching schedule of such a licensed teacher who may have had little or no professional training in Geography.

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- 2. The assumption in such cases seems to be that no such special training is necessary, although conversely, a geography major teacher might not be presumed to be qualified to teach economics or business law or accounting without having studied those subjects.
- 3. Though it is recognized that the subjects of Geography and Economics are closely related, in about the same way as Geography and History, nevertheless Economic Geography is not Economics but Geography, and calls for a distinctly geographic approach.
- 4. The fact that in many states Economic Geography is at present the main offering in Geography makes it all the more imperative that commercial teachers of the subject have more specialized training in the subject.1

The National Council of Geography Teachers also feels that there should be a definite minimum training for teachers of high school Geography in any form. The Council recommends the following:

- 1. A teacher of any type of Geography should be required to take one year (6 semester hours) of College Geography, to include at least 3 hours in Principles of Geography as a basic Geography education.
- 2. In all cases where a "general teaching major" is made the basis for teacher certification, the state law shall be construed to mean this requirement shall be applied to the teaching of Geography in any form the same as to any other field, such as History, Economics, etc.

¹National Council of Geography Teachers. op. cit. p. 48.

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Thational Council of Geography Teachers. op. eit. p. 44.

- 3. Where hours for "teaching majors" are varied, the number of hours of required Geography should be the same as for History, with which the subject has been closely associated.
- 4. Teachers of Social Science should be required to take the following subjects:
 - a. A general introductory course in Principles of Political Geography (3-6 semester hours)
 - b. A regional course in Continental, Historical, or Political Geography (3 semester hours)
 - c. A course in Economic, Commercial, or Conservational Geography (3 semester hours)
- 5. Teachers of Commerce who are going to teach Economic or other Geography courses should have the same training as the teachers of the Social Studies.1

The National Council of Geography Teachers, therefore, advocates the same training for all teachers of high school Geography, regardless of the type of Geography course taught or the curriculum to which it is attached. Of far greater importance than the place of the subject in any special curriculum, believes the Council, and more important than the curriculum with which the teacher is associated, is the fact that the teacher of Economic Geography, as well as the teacher of any Geography course, should be adequately trained in the field of Geography, such training to have taken place on the college level.

¹National Council of Geography Teachers, op. cit. p.46.

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Among the experiments which have been conducted for the purpose of determining superior methods of presenting the subject of Economic Geography is the one which was conducted at the San Jose, California, High School over a period of four years. The details of the experiment are as follows:

- 1. The experiment was conducted at the San Jose High School in California over a four-year period.
- 2. Twenty-two classes, composed of 756 students-- 331 boys and 425 girls--took part in the study.
- 3. The purpose of the experiment was to determine by scientific study whether or not pupils show greater achievement in Economic Geography by having directed study-guide sheets for each lesson than when they are merely assigned topics for study and asked questions during the recitation period.

The Selected Findings:

- 1. Whether it was used the first half, the latter half, or rotated within the semester, that method in which a study-guide sheet of questions on the lesson was given daily to the students proved superior to the method in which the students were furnished no sheet of questions.
- 2. Whether it was used by boys or girls, the method in which a study-guide sheet of questions was given the students proved superior to the method in which no sheet of questions was furnished.
- 3. Under either method, there was little statistical difference between the performance of boys and girls.

laudley Robert Kennedy, "Experimental Study of Two Methods of Teaching Economic Geography." Journal of Business Education, 13:19-20, October, 1937.

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This study, while limited in scope to only two methods of subject-matter presentation, is valuable in that it is significant of the trend away from the routine textbook discussion method of presentation and toward the more guided method of presenting the subject matter of Economic Geography.

A similar experiment was conducted by Gertrude Donnersberger at the Steinmetz High School, in Chicago, Illinois. The author of the experiment attempted to discover a method of teaching Economic Geography that would interest the students, teach social aims, and raise the standards of such aims--and also to stimulate a desire for further investigation of the subject. The details of the experiment are as follows:

- 1. Four groups of Commercial Geography II were chosen. Their study throughout the semester was carefully controlled, and the results were tabulated. All four groups were of a mixed I.Q., ranging from 80 to 110.
- 2. Although each group consisted of from 35 to 40 students, only the group of 30 having a comparable I.Q. was included in the graph prepared for this experiment.
- 3. All 140 students were given the same work, and each class covered 40 minutes, five days a week. The subject matter was divided into units of work, and one week was allowed for each unit. At the completion of each unit, a uniform objective test was given each group in all four methods. The mean average of each class was recorded on a graph.
- 4. The four methods used were those found to be the favorite ones used by modern teachers. They included (1) the assigned topic method, (2) the textbook method, (3) the problemproject method, and (4) the individual study-unit method.

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- 5. Two weeks were used for each of the four methods in the first half term, and the process was then repeated during the second half of the term.
- 6. It will be noted that the four classes showed the same general trend on the graph.

Results of the Experiment

- 1. The assigned topic method shows no rise in progress during the 1st and 2nd weeks, while the textbook method used in the 3rd and 4th weeks shows a drop.
- 2. The problem-project method used in the 5th and 6th weeks shows a definite rise for the first week of use and an apparent standstill for the second week. The halt in progress may be explained by the discovery that this method does not cover the ground in the same amount of time that the other methods consume.
- 3. The 7th and 8th weeks, devoted to the individual study-unit method, shows a definite rise for both weeks, culminating in the highest mean averages attained by all four classes in any of the four methods.
- 4. A remarkable decline in mean averages is noted upon the return to use of the assigned topic in the 9th and 10th weeks, although the averages are still approximately five points above the mean averages attained in the first two week trial of the method.
- 5. The use of the textbook method in the 11th and 12th weeks again shows a definite continuous decline in averages, with little change from the first test of the method.
- 6. The second trial of the problem-project method during the 13th and 14th weeks again shows failure, which is accounted for by the fact that the alloted time is too short to cover the desired amount of subject matter.

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TABLE I
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Class 1 — Class 2 — Class 3 — Class 4 — Class 4

TABLE I DISCOVERING A COMMERCIAL GROCHAPHY TEACHING METHOD

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Class 2 Class 3 Class 4

- 7. The final trial of the individual study-unit method, during the 15th and 16th weeks, again reveals an advancement of approximately ten points over the mean averages of the other three methods.
- 8. Description of the individual study-guide method. Each student receives mimeographed sheets providing for five days' work, which covers a unit of work. This unit is given to the students before the new unit is taken up. The problems on the paper may be answered orally or in writing (use of maps and graphs is encouraged). After the problems have been answered, map work is done in class, and then the test is given on the last day. Throughout this method, reference work is done in class, with library books and reference material, and the recitation is socialized. A class member acts as chairman during the class discussion. Enthusiasm and attention -- the two most desired situations in a classroom--are usually attained when the study-guide procedure is followed. 1

This very interesting experiment is more inclusive and detailed than the study conducted at the San Jose High School, as noted previously, but it may be seen that both studies reveal the same general trend regarding the presentation of Economic Geography subject matter. The students seemed to attain a greater degree of interest and achievement when they were guided by the teacher instead of led by the teacher.

We shall attempt to ascertain, through survey, the present methods of Economic Geography instruction, and we shall notice whether or not there is any similarity between the survey disclosures and the above-mentioned experiments.

¹Gertrude Donnersberger, "A Geography Teaching Method."
Business Education World 21:16-18. September, 1940.

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CHAPTER III

PROCEDURES USED IN GATHERING THE DATA

In order to obtain information and data regarding the present trends and possible future status of Economic Geography in the high school curriculum, three different and distinct methods were employed. The data and information were secured in the following manner:

- 1. A questionnaire, accompanied by a letter of explanation, was sent to thirty-five selected high schools throughout the nation. Twenty-nine different states were included, representing the four major sections of the country.
- 2. Ten high school Economic Geography textbooks, ranging in publication date from 1915 to 1947, were analyzed and studied in an attempt to determine a possible trend toward socialization of subject matter and manner of presentation in recent years.
- 3. The course offerings of fifteen selected teacher-education institution catalogs were analyzed in an attempt to determine the preparation and background of business and social studies teachers in the field of Geography, so that it might be determined to this limited extent what type of teacher, if any one type, is better qualified to instruct Economic Geography in the high school.

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A questionnaire, of one-page length so as to provide for facility in reading and convenience in answering, was sent to thirty-five high schools throughout the country. These high schools, of various size and enrollment, were selected by random sampling from Patterson's American Educational Directory, and represented twenty-nine different states in the nation, as well as each major section of the country.

The questionnaire consisted of seven items (see appendix) the first six of which were multiple-choice type, calling for the Geography instructor to place a check-mark in the appropriate space, or to insert an additional word or phrase if necessary. These questions attempted to determine

- 1. The type of Geography taught in the high school.
- 2. The curriculum in which the Geography course was included.
- 3. The department with which the Geography teacher was associated.
- 4. The classroom methods used in the instruction of this course in Geography.
- 5. The approach with which the subject is studied.
- 6. The visual aids employed in the Geography course.

¹ Patterson's American Educational Directory. Compiled and edited by Homer L. Patterson. Vol. XLIII. American Educational Company, Chicago. 1022 p.

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The seventh part of the questionnaire called for a comment from the instructor instead of a mere check-mark. This item asked the Geography instructor to frankly state whether or not his Geography courses and training in college had adequately prepared him to instruct his present classes.

When preparing this item to be included in the questionnaire, the writer was hesitant to include it, fearing that
the instructors would be too conservative and reluctant to
comment freely. It was discovered, however, that the vast
majority of the Geography teachers were outspoken when responding to this question, seemingly welcoming the opportunity to share their views on the matter of proper teacher
preparation in Economic Geography.

A one-page letter of explanation accompanied this questionnaire, stating the purpose of the survey and the pertinent data involved. The writer also offered to send a copy of the survey findings to all Geography teachers who would be interested in them, and the majority of instructors revealed their interest in the study by requesting a copy of the data.

It was gratifying to observe the high degree of interest manifested by the instructors of Economic Geography. Miss Lillian Geraci, Geography instructor at the Medford, Massachusetts, High School, was especially pleased to learn that even a small amount of research was being conducted in connection with her subject of Economic Geography. She stated:

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Economic Geography in our high schools is in dire need of reorganization. It has been taught in a haphazard manner long enough by teachers who have had little or no training in the subject. A complete overhauling seems to be in order, as does a clarification of the aims and methods of the subject.

Several other high school Geography instructors expressed similar comments regarding the necessity of organizing aims and methods of Economic Geography.

The second method of obtaining data regarding the present trends and possible future status of Economic Geography was an analysis of ten selected high school textbooks in Economic Geography. Since textbooks usually reflect any changes in social and educational thinking, it was decided to make a study of textbooks in the field of Economic Geography and thus determine to this extent what trends, if any, are taking place in the study of the subject.

Some textbooks are forerunners of change, whereas others may be late in adapting themselves to a trend. Generally, however, the textbook is a good barometer in this respect, and Economic Geography texts have no reason to differ in this regard. Such renowned Geography educators as J. Russell Smith, Leonard Packard, Bruce Overton, Ray Hughes Whitbeck, V. C. Finch, Z. Carleton Staples, and Ellsworth Huntington are enthusiastic and modern enough to keep up to date in their field.

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Therefore this method will attempt to ascertain how, if at all, the field of Economic Geography is changing, especially in view of the socialization trend which is affecting the business subjects.

In order to analyze these textbooks, the statement of aims of the author as expressed in the preface or introductory chapter was studied, and further analysis determined whether or not the author successfully accomplished in the text content the aims and objectives expressed in the preface.

Ten high school Economic Geography textbooks were selected, with publication dates ranging from 1915 to 1945. This range of dates covered a sufficient amount of time so as to ascertain a possible trend in the field of Economic Geography, if such a trend has taken place within the thirty years covered by the range.

It should be remembered that the books were selected with no definite period of time between each publication date, but instead were selected with a fairly even distribution of dates between the two extreme dates.

It should again be remembered that each research technique employed in this study is done so to a limited extent. Each method itself could be the basis for a thesis, and could be explored extensively provided the facilities were available. This paper, however, chooses to make limited research on each of three methods, and thereby obtain a general all-round picture of the Economic Geography field and the

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possible trends toward socialization of teaching methods.

The third method of obtaining information was through a course analysis of fifteen teacher-education institution catalogs. The purpose of this phase of the research was to determine the respective preparation and background in the field of Geography that was offered to the business and the social studies teacher on the undergraduate level. There has been a great deal of controversy in recent years as to what type of teacher-business or social studies--is better prepared to teach a social-business subject, such as Economic Geography. This limited research was designed to form a basis of comparison between the preparation received by the business and the social studies undergraduates in the field of Geography.

Fifteen teacher-education institutions were selected by random sampling, covering eleven different states in the nation and representing each major section of the country.

The Business curriculum and the Social Studies curriculum were analyzed in an effort to determine the amount and types of Geography credits which the undergraduate student earned at the completion of the four-year course. Only those Geography courses which were required in each of the Business and Social Studies curricula were considered, since there was no definite method of determining the Geography electives which were selected by the students. The catalog study will

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reveal, however, the curriculum which offered the more complete line of elective Geography courses.

Geography majors or minors also could not be considered for the same reason, since no possible method existed to ascertain whether or not the student selected a major or minor in Geography instead of any one of the other social studies subjects. Therefore, only those Geography courses were considered which were required for all students in the Social Studies curriculum. It is apparent that the student who selects Geography as a major or minor will be more adequately prepared to instruct classes in high school Geography than the student who studied only the required courses in the curriculum.

Since the type of credit granted to students varied with the individual institution, it was necessary to convert the various credits into a common credit. The semester hour was selected as the common credit, and quarter hours were converted into semester hours—a quarter hour being equal to two-thirds of a semester hour.

It should once again be explained that each of the three methods of obtaining data has been explored to a limited extent, and not as deeply as would be the case if one method alone were employed. The writer preferred to obtain a more general picture of the possible trend toward socialization of Economic Geography, however, and chose to do limited research in each of three techniques. It is possible for a

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CHAPTER IV

RESULTS OF THE SURVEY

Within two weeks after the questionnaire and letter had been sent out to the 35 high schools throughout the country, 30 replies had been received—86 per cent of the total sent out. Four of the responding schools, however, offered no Geography courses, leaving a total of 26 schools offering courses in the subject. Upon this total were based the statistics of the survey.

Although Economic Geography was taught in each of the 26 high schools surveyed, the names of the courses varied, numbering 8 in all. However, regardless of the fact that the subject was presented by such names as Commercial Geography, Commerce and Industry, Industrial Geography, World Geography, and Economic Geography, the content was fundamentally the same, with the basic material and approach being that of Economic Geography.

Three of the high schools included in the survey did not offer Geography as a separate subject, but instead included it as part of the Social Studies work, taught in conjunction with the other social subjects in the College Preparatory curriculum.

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One of these three high schools, Mount Pleasant High School, at Providence, Rhode Island, stated specifically that Economic Geography was offered as part of the History course. A second school, South West High School, in Minneapolis, Minnesota, offered Economic Geography as part of the course entitled World Problems. The third high school, in Dobbs Ferry, New York, made no definite statement such as those which accompanied the reports from the first two high schools, but merely stated that Economic Geography was included in its Social Studies offerings. This gave reason to believe that there was the sign of a trend toward a relationship between Economic Geography and the Social Studies.

In answer to the question, "With what curriculum is Economic Geography associated in your high school?", it was discovered that the distribution was exactly even between the the Business and Social Studies departments, with 13 schools offering Economic Geography in the Business curriculum and a similar number including the subject in their Social Studies department. This equal distribution seemed quite surprising in view of the fact that Economic Geography has always been a favorite subject of the Business curriculum in past years.

Further evidence of this trend toward the Social Studies curriculum was the fact that the Forest Park High School, in Baltimore, Maryland, was making preparations to transfer the

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subject from the Business department to the Social Studies curriculum. Another high school, in Cleveland Heights, Ohio, where no Geography course was offered at the time of the questionnaire survey, had already drawn up plans for the inclusion of Economic Geography in the Social Studies curriculum. The addition of these courses in the Social Studies curriculum would appear to be definite evidence of a trend toward placement of the subject of Economic Geography into that curriculum instead of into the Business curriculum.

CURRICULUM WITH WHICH ECONOMIC GEOGRAPHY
IS ASSOCIATED IN 26 SELECTED HIGH SCHOOLS

CURRICULUM	NUMBER OF SCHOOLS	PER CENT
Business	13	50
Social Studies	13	50
<u>Total</u>	26	100
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MULUULANDO	NUMBER OF SCHOOLS	PER CENT
Business	SI	50
Social Studies	18	БО
LatoT	26	TOO

In answer to the questionnaire item, "With what department is the Economic Geography teacher associated?", a very slight majority--54 per cent--of the teachers of the subject were identified with the Social Studies department, and the remaining 46 per cent of the Economic Geography teachers were members of the Business department.

While the majority of high schools surveyed--21 out of 26, or 81 per cent--employed teachers who were members of the same department in which the Economic Geography course was offered, five high schools, or 19 per cent of the total, differed from this policy. Three of these schools--Sante Fe High School, in New Mexico, the Portsmouth, New Hampshire, High School, and the Portland, Maine, High School--employed Social Studies teachers in the Business department, where the subject was being offered. Two schools--the Chelsea, Massachusetts, High School, and the West High School, at Denver, Colorado--employed a Business teacher for the subject which was offered in the Social Studies department.

It is difficult to ascertain whether or not the instructors teaching this subject of Economic Geography were doing so merely because it was in their department or because they were more adequately prepared to teach it than any other instructor in the high school. It is evident from the information received from the teachers themselves that most of them did not consider themselves prepared to teach classes In answer to the questionseive item, "With what department is the Economic Geography teacher associated?", a very slight majority--54 per cent--of the teachers of the subject were identified with the Social Studies department, and the remaining 46 per cent of the Economic Geography teachers were members of the Business department.

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TABLE III

DEPARTMENT WITH WHICH ECONOMIC GEOGRAPHY TEACHERS ARE ASSOCIATED IN 26 SELECTED HIGH SCHOOLS

DEPARTMENT	NUMBER OF SCHOOLS	PER CENT
Business	12	46
Social Studies	14	54
Total	26	100

in Economic Geography. This would make it seem that these instructors were teaching the subject because it was part of the offerings of the department with which they were associated. More complete data regarding this aspect will be presented later in this study.

Another questionnaire item concerned the preparation of Economic Geography teachers. Each high school instructor was asked, "Do you feel that your Geography courses at college sufficiently prepared you to teach your present classes in Economic Geography?" This item was very closely associated

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DEPARTMENT WITH WHICH SCONOMIC GEOGRAPHY TEACHERS ARE ASSOCIATED IN 26 SELECTED RICH SCHOOLS

DEFARMENT	TO BREWON	PKE CENT
Business	SI	32
Social Studies	14	56
LatoT	88.	100

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with the issue regarding the type of teacher who is better qualified to teach the subject.

This question revealed that the majority of those instructors now teaching Economic Geography--14 out of the 26 teachers polled, or 54 per cent--admitted frankly that they did not obtain an adequate preparation for the teaching of their present Geography classes. The remaining 12 teachers, constituting 46 per cent of the total number, claimed to have received sufficient background and preparation in Geography for the successful instruction of their classes.

A further breakdown of statistics revealed that of the 14 Social Studies teachers of Economic Geography, exactly 7, or 50 per cent of the total, claimed to have received adequate preparation in the field of Geography, while the remaining 50 per cent stated that their undergraduate training in Geography did not sufficiently prepare them to instruct their present Geography classes.

Of the 12 Business instructors teaching classes in Economic Geography, 58 per cent admitted being inadequately prepared to teach the subject, with the remaining 42 per cent stating that they were sufficiently prepared, at least in their estimation.

Several of the instructors' comments were most interesting, revealing the admitted weakness of the Economic Geography set-up.

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After teaching mathematics for years,
I had to take on this new subject on a few days' notice, and so I had no preparation. I taught it several years before I went to summer school to check up on what I should be teaching, and found that I was trying to give my 10th graders about as much as colleges give in the subject!

Miss Wiggins is a Social Studies teacher in her high school.

C. B. Schrepel, Geography instructor at the Herbert Hoover High School, San Diego, California, was another Social Studies teacher who admitted his inadequacy in the subject of Economic Geography. He stated:

I had no Geography courses in college. I have had no special preparation for Geography as such, but have always been interested in finding, knowing, and teaching where, as well as when, why, and how.

Instructors who majored in Business education also complained of having received inadequate preparation in Geography in their undergraduate courses. Miss Jane E. Hall,
Geography instructor at the Long Branch, New Jersey, High
School, stated that her training in the subject was not sufficient to properly prepare her to handle her present classes
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My college training definitely did not prepare me to teach Economic Geography. I had one course in Geography at college, but nothing at all in methods. Geography was just a minor subject, but being certified to teach it, I feel that there should have been more preparation provided for it.

J. Kenneth Greer, instructor at the Ann Arbor Senior
High School, at Ann Arbor, Michigan, was another who majored
in Business education and admitted insufficient preparation
in the field of Geography. He stated:

I do not feel adequately prepared to teach Economic Geography. Commercial training programs in Michigan colleges do not place much emphasis on Geography.

Mrs. Margaret Hamel, Geography instructor at the Belmont, Massachusetts, High School, was yet another who was teaching Geography without being properly prepared.

I majored in foreign languages at college. However, I was asked to take over classes in Geography, and I am doing my best with this subject, although I am definitely not well prepared to teach it.

While this unfortunate situation exists to a great degree today, the trend seems to be on the decline--partly through a reawakening and consequent movement to provide better preparation in the field of Geography, and partly through the initiative of admittedly inadequately prepared teachers to perfect their background in the subject into which they were more or less led.

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The questionnaire revealed that several of the teachers have taken it upon themselves to acquire the necessary background and training which they did not receive in their undergraduate courses—either through travel or through further courses in the subject.

Victor T. Motola, of the Eastside High School, in Paterson, New Jersey, commented:

I had one year of Geography in college. The course did not adequately prepare me to teach the subject as much as my personal experiences. I had the opportunity of making three cross-country trips, and also visited Canada, Mexico, and England. I have learned much from these trips to be of great value in the classroom.

Miss Margaret Wiener, at the Cohn High School, in Nashville, Tennessee, also stated that she was preparing herself in her subject. She made the following comment:

I do not feel that the Geography courses I took at college were adequate preparation for effective teaching of high school Geography today. However, through further extensive reading and individual study, I feel that I have acquired more nearly the necessary background.

Several other instructors declared similar intentions of improving their Geography training--through travel and graduate courses--in order to be of greater service and assistance to their classes. Such initiative and conscientiousness on the part of the instructors is bound to uplift Economic Geography and give it its rightful place in the high school curriculum.

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Closely allied with the opinions and comments of the high school teachers as to their preparation and background in the field of Geography, is the analysis of teacher-education institution catalogs. These catalogs were closely examined, with particular attention given to the Geography offerings in the Business and Social Science programs, in order to ascertain to this limited extent the type of instructor-Business or Social Studies--better prepared to conduct a course in Economic Geography on the high school level.

Fifteen teacher-education institution catalogs were analyzed. These colleges covered 11 different states and represented each major section of the country.

Here again there was little to choose between the Business and Social Studies programs as far as the required Geography courses were concerned. Of the 15 college offerings analyzed, 7 of the total number, or 47 per cent, offered more required Geography credits in the Social Studies curriculum than were offered in the Business curriculum.

Five colleges, or 33 per cent of the total number, offered more required Geography credits in the Business curriculum than were offered in the Social Studies program.

In 3 institutions, or 20 per cent of the total number, an equal number of Geography credits were required in each of the Business and Social Studies curricula.

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required Geography credits in the Statuess curriculum.

Pive colleges, or 35 per cent of the total number, offered more required Geography creatts in the Booiness curriculum than were offered in the Social Studies program.

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TABLE IV

REQUIRED GEOGRAPHY CREDITS OFFERED IN THE BUSINESS AND SOCIAL STUDIES CURRICULA AT 15 SELECTED TEACHER-EDUCATION INSTITUTIONS (SEMESTER HOURS)

NAME OF COLLEGE	BUSINESS CURRICULUM	SOCIAL ST. CURRICULUM
1. State Teachers College, St. Cloud, Minnesota	0	9
2. Colorado State College of Education, Greeley, Col.	0	8
3. Nebraska State Teachers College, Chadron, Neb.	0	6
4. Teachers College of Conn. New Britain, Connecticut	4	8
5. State Teachers College, Trenton, New Jersey	4	7
6. Delta State Teachers Coll. Cleveland, Mississippi	6	9
7. State Teachers College, Farmville, Virginia	9	13
8. San Diego State College, San Diego, California	6	6
9. Univ. of Nebraska Tchrs. College, Lincoln, Neb.	6	6
10. Wayne Univ. College of Education, Detroit, Mich.	7	7
ll. Central Michigan College of Ed., Mt. Pleasant, Mich	11	0
12. Univ. of Missouri, School of Ed., Columbia, Missouri	6	0
13. Univ. of Pittsburgh, Sch. of Ed., Pittsburgh, Penna.	6	0
14. Temple Univ. Teachers College, Phila., Penna.	3	0
15. State Teachers College, Bloomsburg, Pennsylvania	3	0

TABLEIV

HEQUIESD GEOCHAPHY CHEDITS OFFERED IN THE BUSINESS AND SOCIAL STUDIES CURRICULA AT 15 SELECTED TEACHER-EDUCATION INSTITUTIONS (SEMESTER HOURS)

SOCIAL ST.	CURRICULUM	NAME OF COLLEGE
6		1. State Teachers College, St. Cloud, Minnesota
8		2. Colorado State College of Education, Greeley, Col.
ð		3. Nebraska State Teachers College, Chadron, Neb.
		4. Teachers College of Conn. New Britsin, Connecticut
		5. State Teachers College, Trenton, New Jersey
6		6. Delta State Teachers Coll. Cleveland, Mississippi
13		7. State Teachers College, Farmville, Virginia
. 3	ð	8. San Diego State College.
a	9	9. Univ. of Nebraska Tohra. College, Lincoln, Neb.
7	4	10. Wayme Univ. College of Education, Detroit, Mich.
	11	11. Central Michigen College of Ed., Mt. Pleasant, Mich
0	9	12. Univ. of Missouri, School of Ed., Columbia, Missouri
0	8	13. Univ. of Pittsburgh, Sch. of Id., Pittsburgh, Penna.
	3	14. Temple Univ. Teachers College, Phila., Penna.
0	\$	15. State Teachers College, Bloomsburg, Pennsylvania

As was explained in the preceding chapter, only those courses in Geography which were required could be considered, since there was no method of determining the elective courses in the field which were selected by the students. We can, however, note the elective courses which were offered in each curriculum, and thus determine the curriculum which presented the greater variety and greater number of courses in the field of Geography.

It was evident, however, that the Social Studies curriculum offered a far better opportunity for its students to acquire a thorough preparation in Geography, insofar as elective course offerings were concerned. The Social Studies curriculum made available to its members a far greater variety of elective courses in Geography than did the Business curriculum.

These required and elective Geography courses pertained to the Social Studies curriculum in which the student was not majoring in Geography, nor taking the subject as a minor, but merely selecting another subject as major or minor, or taking a straight Social Studies program with no particular major and minor.

The required Geography credits varied greatly with the college in question. Colorado State College of Education, at Greeley, Colorado, required 8 semester hours of Geography in its Social Studies curriculum, whereas no Geography courses

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whatsoever were required in the Business curriculum. The State Teachers College at St. Cloud, Minnesota, required 6 hours of Geography for the Social Studies student, whereas again no Geography courses were required of the Business undergraduate.

On the other side of the picture, the University of Pittsburgh, School of Education, required 6 semester hours of Geography for its Business students, whereas the Social Studies student was not required to take even one Geography course.

An even more extreme case is that which involved the Central College of Education, at Mount Pleasant, Michigan. The Business curriculum at this teacher-education institution required a total of 11 semester hours of Geography for its students, whereas the Social Studies curriculum required no courses whatsoever in Geography, except for its major and minor students. The courses which the Business students were required to take were in the subjects of Meteorology, Climatology, Physical Geography, and Economic Geography. Thus the Business education student of this college is well prepared to instruct a class in high school Geography.

It was evident, however, that those students who selected the Social Studies curriculum with the subject of Geography as their major or minor were without doubt more thoroughly prepared than Business students to teach high school Geography there of the start of the season of the start of the factor of the start of the season of the season of the start of the season of

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today, and better prepared than a Social Studies student who did not select Geography as a major or minor. In the 15 colleges studied, the Geography majors ranged from 18 to 40 credits, and the minors in the field ranged from 15 to 24. In both instances, the student who placed such emphasis on Geography represented a more thoroughly prepared instructor for the teaching of high school Geography.

Those who contend that the Social Studies teacher did not possess the commercial or economic background to teach Economic Geography may be interested to learn that 12 of the 15 teacher-education institutions--or 80 per cent of the total number--offered the subject of Economics as a required course in the Social Studies curriculum. This trend toward a more balanced curriculum seems to be increasing, just as the Business curriculum is offering more and more Social Science subjects to its students.

In the matter of the approach with which high school Geography content is taken up, we again see evidence of the trend toward socialization of Economic Geography subject matter. In answer to the questionnaire item, "Upon what approach is the major emphasis of the Geography course based?", the replies indicated three basic approaches—the regional approach, the commercial products approach, and the human approach.

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TABLE V

APPROACH ON WHICH THE ECONOMIC GEOGRAPHY INSTRUCTION IS BASED IN 26 SELECTED HIGH SCHOOLS

GEOGRAPHY APPROACH	NUMBER OF SCHOOLS	PER CENT
Human	6	23
Regional	5	19
Commercial products	2	8
Humanregional Commercial products	7	27
Humanregional	6	23
TOTAL	26	100

Of the 26 schools surveyed, 13, or 50 per cent of the total number, employed one basic approach only, while each of the remaining high schools used a combination of two or more of the three named approaches.

A further breakdown of statistics revealed that the human approach led each of the other two approaches in those schools

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which employed only one approach—the human approach being used in 23 per cent of the schools, as compared to 19 per cent of the schools using the regional approach and the 8 per cent of the schools employing the commercial products approach.

As for those schools using a combination of approaches, 7 schools, or 27 per cent of the total number, used a combination of all three approaches, and 6 schools, representing 23 per cent of the total, employed a combination of the human and regional approaches.

It was interesting to note the per cent of schools using each approach, either in whole or in part. Here again the human approach led, being employed by 19 schools, or 73 per cent of the total number. The regional approach was used in 18 schools, or 69 per cent of the total number of schools. The commercial products approach was used in whole or in part by 9 schools, or 35 per cent of the total.

While these methods of subject-matter approach are very similar -- in fact, each can cover the same material, except from a different point of view -- nevertheless it is interesting to note in what respect each differs from the others.

The human approach bases its content on man and his activities, and around this central theme brings in the factors of where man lives and what he does for a living.

The <u>regional</u> approach uses the area factor as its central theme, and bases its units of instruction around that theme--

which employed only one approach -- the human approach being used in 25 per cent of the schools, as compared to 19 per cent of the schools using the regional approach and the 8 per cent of the schools employing the commercial products approach.

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why man lives in that area and what he does there.

The <u>commercial products</u> approach bases its units of instruction on the products which man develops, and the areas where these products are made and the problems concerned with their manufacture are built around this central theme of products.

Whether the human approach should be the one to be preferred, or whether this approach can better be employed in combination with the other techniques of subject-matter presentation seems not to make a great deal of difference. The trend is toward the human theme in Geography instruction, whether in whole or in part.

In order to further ascertain the approach or manner of subject-matter presentation as it has been changing from time to time in Economic Geography, an analysis was made of ten selected high school textbooks in the field of Economic Geography, extending over a period of thirty years in dates of publication.

The factors which determined the particular approach were the claims of the author as put forth in the preface or introductory chapter, and a careful examination of the text content itself.

The textbook analysis revealed that of the textbooks included in the survey, the forerunner of the human theme was the textbook entitled Commercial Geography, written by

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Henry Gannett, Carl L. Garrison, and Edwin J. Houston, land published back in 1915. The authors stated in the preface

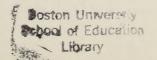
Although Commercial Geography is concerned largely with the conditions of interdependence existing among the different parts of the civilized world, the deeper purpose of the study is the discovery of the causes that have been most active in creating these conditions. but the history of the past, and a comparative study of different countries in the present, teach us that without man's earnest and thoughtful cooperation the greatest wealth of natural resources may coexist with the greatest stagnation in development.

This textbook was among the first to place such an amount of emphasis on man and his role in the commercial type of Geography.

However, it should be stated that although this conception of man's importance in connection with the study of Economic Geography was stated in the preface of the text, the text content itself proceeded to present the subject matter from the regional approach in combination with the commercial products approach. The human element was present, but played a minor and almost insignificant role as it was intermingled but briefly with the text content.

It was encouraging to note, nevertheless, that geography educators were at least aware, thirty years ago, of the great importance of man in relation to the study of Economy Geog-

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The textbooks from this time onward, until approximately 1935, placed the major attention and emphasis upon the commercial products and regional approaches, taking a similar point of view to that offered by Ray Hughes Whitbeck, author of Industrial Geography, published in 1929. He stated:

Nearly all.....textbooks in Economic Geography make both commodities and countries the units of treatment, and such is the procedure in this book...... Commodities are given their major treatment in connection with those countries in which they are respectively most important.

And so this viewpoint represented the standard method of dealing with Economic Geography--treatment of the subject from the point of view of areas, with the important products of that area introduced according to world and sectional importance of the product. Man and his social significance seemed to have but little association with the subject matter of Economic Geography, except in those phases which required the mention of man due to his living in that studied area and his manufacture of the products under discussion. The subject took on a factual set-up from its beginning, and seemed unwilling to deviate from factual manner of presentation of the content.

¹Ray Hughes Whitbeck, Industrial Geography. New York, American Book Company, 1929.

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TABLE VI

TREND IN SUBJECT-MATTER APPROACH IN 10 SELECTED ECONOMIC GEOGRAPHY HIGH SCHOOL TEXTBOOKS FROM 1915 TO 1947

TEXT AND AUTHOR	DATE OF PUB.	BASIC APPROACH
Commercial Geography, by Gannett, Garrison, Houston	1915	regional and com. products
Commercial Geography, by Jacques W. Redway	1917	regional and com. products
Industrial Geography, by Ray Hughes Whitbeck	1929	regional and com. products
Economic Geography, by Whitbeck and Finch	1930	regional
Our World Today, by Roy W. Hatch and DeForest Stull	1932	human regional com. products
Men and Resources, by J. Russell Smith	1937	human and com. products
The Nations Today, by Packard, Overton, Sinnott	1939	human
Modern World Geography, by Case and Bergsmark	1943	human
Our Air-Age World, by Packard, Overton, and Wood	1944	human and regional
Economic Geography, by Colby and Foster	1947	human regional com. products

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regional and	4161	Commercial Geography, by Jacques W. Redway
regional and	6861	Industrial Geography, by Kay Hughes Whitbeck
regional	1930	Economic Geography, by Whitbeek and Finch
human regional com. producta	1998	Our World Today, by Roy W. Hatch and Deforest Stull
human and	1987	Men and Resources, by J. Russell Smith
		The Hattons Today, by Packerd, Overton, Stunott
	1943	Modern World Geography, by Case and Bergamark
ans named facetger		Der Alr-Age World, by
namen factonal com. products	1947	Roomomic Geography, by Golby and Foster

Soon geography educators began to build their Economic Geography textbooks around the central theme of man and the social importance of man in relation to his surroundings. During the years immediately preceding the war, geography educators semmed to suddenly awaken to the relationships between man and areas—between man and products—between man's problems in one area and those in another. The world was suddenly very small, and the social aspect of Geography was suddenly very important.

Economic Geography textbooks made it a special point to place heavy emphasis on the human or social phase of the subject. Even the names of the texts were reflecting this trend toward socialization. Instead of the standard names, such as Commercial Geography, Industrial Geography, and Commerce and Industry, new names were appearing, such as Men and Resources, Modern World Geography, Our World Today, and Our Air-Age World. These texts included what amounted to the same subject matter as the older Geography texts, but the material was presented in an entirely new light.

An example of this change in subject-matter presentation can be seen by the statement of aims written in the preface of the textbook The Nations Today, written by Packard, Overton, and Sinnott, and published in 1939. The authors stated in the preface:

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The Nations Today deals with man primarily as an individual and as a member of society in a common environment for which nature sets the stage.its theme is what men do for a living, what progress they have made, how they are adjusting themselves in an interdependent world, and what problems the future holds for them. 1

Another example of this trend toward the socialized method of presentation of Economic Geography subject matter is seen in Modern World Geography, written by Case and Bergsmark, and published in 1943. The authors stated:

The purpose of this text is to give the student an understanding of the advantages and disadvantages of various parts of the world as the home of man.The text is devoted primarily to the study of causes and effects; and the authors have at all times given careful attention to the relation of environment to human well-being. In fact, human well-being as related to environment is the central theme of the text.

The change in theme is definite and unmistakable in the Economic Geography subject matter.

Classroom methods of presenting the subject may also reflect a change in approach, and for this reason the high schools included in the questionnaire survey were asked what classroom methods were employed in the instruction of their

Leonard Packard, Bruce Overton, and Charles Sinnott, The Nations Today, New York, The MacMillan Company. 1939.

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Economic Geography courses. Results revealed that three methods were used in the main.

- 1. The textbook method was employed by 12 per cent of the schools using it as the only method, and by 76 per cent of the schools using it either in whole or in part. The textbook method bases its instruction entirely on the course text, with recitation and examination based on this text.
- 2. The study-guide method was employed by 19 per cent of the schools using it as the only method, and by 62 per cent of the schools using it in whole and in combination with other methods. This method involves the use of a lesson guide or plan which is given to the student at the beginning of each unit of work. The student works independently as he goes about his assignment, reading whatever reference texts are available. An examination is given at the completion of the unit of work. A textbook is usually provided as a basic text, but it does not play the major role, since reference books are used in this method.
- 3. The problem-project method was not employed by a single school as the sole method, but was used by 48 per cent of the 26 high schools in combination with the other two classroom methods. This method, involving either the solution of a problem or the undertaking of a project, is a significant, practical unit of activity which is carried out by the student through careful thought and planning. Informal group work characterizes this method, and the teacher acts in a supervisory capacity rather than leading the classroom work.

The trend away from factual material in Economic Geography is evidenced by the fact that textbook methods of presentation are declining--that is, reliance on a single text is no longer as prevelant as in former years. Students are being encouraged to develop reflective thinking and to solve problems through their own initiative and undertaking.

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TABLE VII

CLASSROOM METHODS OF PRESENTING ECONOMIC GEOGRAPHY IN 26 SELECTED HIGH SCHOOLS

CLASSROOM METHOD	NUMBER OF SCHOOLS	PER CENT
Textbook	3	12
Study-guide	5	19
Problem-project	0	0
Textbook and Study-guide	5	19
Textbook and Problem-project	10	38
Textbook Study-guide Problem-project	3	12
TOTAL	26	100

In answer to the questionnaire item calling for the types of visual aids used in the instruction of Economic Geography, it was revealed that four main types of visual aids were employed—films and slides, maps, bulletin boards, and exhibits. It was revealed that no school employed any one type of visual aid, but instead used a combination of two or more of the four visual aids listed above.

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CLOCHAPHY IN 26 SELECTED HIGH SCHOOLS

THE CENT	NUMBER OF	COLISSICOM METHOD
12	8	
		Study-guide
		Problem-project
61		Textbook and Study-guide
	10	Textbook and
	3	Textbook Study-guide Froblem-project
100	ôŝ	TOTAL

In answer to the questionnaire item calling for the types of visual side used in the instruction of Rechemic Geography, it was revealed that four main types of visual aids were employed—films and slides, maps, bulletin boards, and exhibits. It was revealed that no school employed any one type of visual aid, but instead used a combination of two or more of the four visual aids listed above.

TABLE VIII

VISUAL AIDS EMPLOYED IN ECONOMIC GEOGRAPHY INSTRUCTION IN 26 SELECTED HIGH SCHOOLS

TYPE OF VISUAL AID	NUMBER OF SCHOOLS	PER CENT
Maps, films, and bulletin boards	9	35
Maps, films, bulletin boards, and exhibits	7	27
Maps and bulletin boards	4	15
Maps and films	3	11
Films and exhibits	1	4
Maps, exhibits, and bulletin boards	1	4
No visual aids	1	4
TOTAL	26	100

Of the various combinations which were found to be in use, the map-film-bulletin board combination was most often employed, with 9 schools, or 35 per cent of the total number, using that combination. The combination of maps-films-bulletin boards-exhibits was employed by 27 per cent of

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VISUAL AIDS EMPLOYED IN ECONOMIC GEOGRAPHY INSTRUCTION IN 26 SELECTED HIGH SCHOOLS

PER CENT	SCHOOLS OF	TYPE OF VISUAL AID
		Maps, films, and bulletin boards
		elidide bas ebreed
gI		laps and bulletin boards
11		Maps and films
4	I	
4	1	Maps, exhibits, and bulletin boards
	Ţ	abis Isusiv oN
	92	TOTAL

of the various combinations which were found to be in use, the map-film-bulletin board combination was most often employed, with 2 schools, or 35 per cent of the total number, using that combination. The combination of maps-films-bulletin boards-exhibits was amployed by 27 per cent of

the schools surveyed.

A further breakdown of statistics revealed that maps were used by 92 per cent of the 26 high schools; films were used by 81 per cent of the schools; bulletin boards were employed by 81 per cent of the schools; and exhibits were employed by 35 per cent of the surveyed high schools.

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CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY

The gathering of data through the employment of the three methods described in the preceding chapters has brought forth some interesting and enlightening information which may be considered a present trend in the subject of Economic Geography.

In the matter of curriculum placement, the questionnaire returns furnished evidence to indicate that Economic Geography was quite equally distributed between the Business and the Social Studies curricula. In the 26 schools surveyed, 13, or 50 per cent of the total number, associated the subject with the Business curriculum, and the remaining 13 with the Social Studies curriculum.

The fact that this equal distribution is a far cry from the former exclusiveness of Economic Geography as a business subject--plus the fact that one surveyed school is about to transfer the subject from its Business curriculum to the Social Studies curriculum, while a second school is preparing to include a new course in Economic Geography in its Social Studies curriculum--seems to be indicative of the trend of the subject toward the Social Studies.

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This tendency fits in well with the report of the Committee on Curricula and Standards, Economic Teachers Association of New York, which concluded after a detailed study of secondary school curricula that Economic Geography should be placed in the Social Studies curriculum. The fact that Economic Geography is a social study which contributes knowledge, skills, and attitudes that are necessary for the successful study of history and current social and economic problems should call for the inclusion of that subject in the Social Studies curriculum. 1

The questionnaire returns also show a close relationship to the findings of the Committee on Standards of Certification for the Teaching of Geography in the High Schools. This Committee is of the opinion that Economic Geography is primarily a social subject, and its findings are based on statistics and factual evidence. Thus the findings of this thesis bear out the recommendations of these two Committees, although the evidence is by no means overwhelming.

lEconomic Teachers Association of New York, Committee on Curricula and Standards. "The Place of Economic Geography in the Secondary School Curriculum." High Points, 22:28-34, March, 1940.

²National Council of Geography Teachers, Report of the Committee on Standards of Certification for the Teaching of Geography in the High Schools. <u>Journal of Geography</u>, 42:56, February, 1943.

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Complete on Shanderds of Continuent Teachers, Seport of the Continuent of Captering in the Tipt Schools. Journal of George of February, 1845.

In reference to the issue of whether the subject of Economic Geography should be taught by the Business teacher or the Social Studies teacher, the questionnaire survey again revealed a very equal distribution of Business and Social Studies teachers who instruct the subject.

Despite the fact that this distribution is so even, however, there is reason to question the assumption that the subject is being taught by the teacher best prepared for its instruction. This doubt is raised because of the fact that the majority of the surveyed high schools—81 per cent of the total number—employed teachers who were members of the same department with which Economic Geography was associated.

While it is difficult to determine whether these instructors were selected to teach the subject because it was included in their department or because they were adequately prepared to teach it, evidence points strongly to the first suggestion, for the questionnaire revealed that 54 per cent of the 26 teachers polled admitted that they were not sufficiently prepared to teach the subject.

The Committee on Standards of Certification for the Teaching of Geography in the High Schools believes that although Economic Geography is related to Business education, it should not be handled from the business approach. Training in business subjects alone does not make for an adequately prepared teacher of Economic Geography, any more than a

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trained Geography instructor is qualified to teach Business

Law or Economics. 1

The National Council of Geography Teachers is of the opinion that there should be a minimum training for certification in Geography for all teachers of high school Geography in any form. This recommendation was definitely adhered to by the teacher-education institutions whose catalogs were studied. Eight of the 15 colleges required no Geography training in any form in either their Business or their Social Studies curriculum, whereas the remaining 7 colleges required some Geography courses, ranging from 3 to 13 credits, in both the Business and Social Studies curricula.

If elective courses were considered, perhaps a more accurate picture could be obtained. However, although both the Business and Social Studies curricula offered elective courses in the field of Geography--with the Social Studies curriculum offering a greater number and variety of such courses--we have considered only those courses required in each curriculum.

¹National Council of Geography Teachers. op. cit. p.56.

²Ibid.

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that Business teachers who intend to teach Economic Geography or other Geography courses should have the same preparation as Social Studies teachers of Geography. The Council feels that of far greater importance than the placement of Economic Geography in a definite curriculum, and more important than the department which includes the Geography teacher, is the fact that all teachers of Economic Geography, as well as the teachers of any course in Geography, should be adequately prepared in the field of Geography on the college level. This recommendation was also voiced by several of the instructors who responded to the questionnaire item regarding that issue.

The number of high schools in the survey which employed the human or social approach in the presentation of Economic Geography, in part and in whole, was greater than the number of schools which employed the regional and the commercial products approach. This is further evidence of the trend toward socialization of Economic Geography, which has been a factual subject in the past, dealing with areas and products almost exclusively.

The reason for this trend is not clearly evident.

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become aware of the importance of understanding the social and human factors of Geography as well as the more objective factual data. Economic Geography became more and more concerned with answering the question why as well as the questions what and where.

More likely, however, this socialization trend is due to a greater extent to the reawakening of objectives and methods in education. It is being realized more and more that a fundamental objective of all education is the preparation of the student for an understanding and comprehension of those factors which have a pertinent relation to his daily living. Economic Geography can be more valuable and meaningful to the student if he learns, in addition to the products which are associated with certain areas, the reasons why these products are manufactured in that area, and the problems connected with the people of that area.

The evidence of the trend toward socialization in Economic Geography was further revealed through analysis of ten selected high school textbooks in the field of Economic Geography. The textbooks from 1915 until approximately 1930 made mention of man's importance in the study of Economic Geography, but this attitude remained one of awareness only, with little actually accomplished in the text content to give the human theme its proper emphasis.

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the interdependence of man.

About 1937 there was definite evidence of the social theme receiving its rightful stress in Economic Geography textbooks. No longer was the human element to play a secondary role in Economic Geography, to be merely mentioned in the introductory chapter and then overlooked in the remainder of the text. The human theme became the groundwork upon which the regional and products approaches were built.

The Nations Today, written by Sinnott, Packard, and Overton, and published in 1939, seemed to strike the keynote of this new concept when it stated:

The Nations Today deals primarily with man as an individual and as a member of society in a common environment for which nature sets the stage. Its theme is what men do for a living, what progress they have made, how they are adjusting themselves in an interdependent world, and what problems the future holds for them.

The questionnaire method of survey revealed that three classroom techniques of Economic Geography presentation were employed in the main--the textbook method, the study-guide method, and the problem-project method. The majority of the surveyed high schools--88 per cent of the total number--were found to be presenting their Geography content by a combination of these methods, employing either the study-guide method, the problem-project method, or both, in conjunction with the text-book of the course.

¹ Charles P. Sinnott, Leonard O. Packard, and Bruce Overton. The Nations Today. New York, The MacMillan Company, 1939.

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only three high schools, or 12 per cent of the total number, were discovered to be using only the textbook method, and this encouraging evidence seems indicative of the definite trend toward greater socialization of the Economic Geography set-up. Instructors are getting away from the former method of relying heavily on the class textbook as the only device for presenting the subject matter. Such methods as the problem, project, and the study-guide techniques are being employed to stimulate reflective thinking on the part of the students—to define the problem at issue, to evaluate the methods of solving the problem or carrying out the project, to organize the material, and to arrive at conclusions based upon thoughtful reasoning and planning.

Although the teacher and the textbook are vital to any classroom method of instruction, they should not be the main attraction, but instead should serve as guidance to the students as they are being taught to work on their own initiative and to develop their own reflective thinking.

The experiments conducted at the San Jose High School, in San Jose, California, and the Steinmetz High School, in Chicago, Illinois, proved that the students show greater interest and accomplish better results when they are allowed to work on their own, with only a lesson guide given to them at the beginning of each unit of work. The questionnaire results revealed that students show a greater preference for

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this type of work in the Economic Geography class work.

Closely allied with the classroom procedures of Economic Geography presentation are the visual aids which are employed. All except one of the 26 surveyed high schools employed visual aids of one sort or another, the most popular being maps, films, bulletin boards, and exhibits.

It was interesting to note, also, that no high school employed only one type of visual aid, but instead the schools used a combination of two or more of the above-mentioned aids.

If blackboards, globes, and field trips are considered visual aids, then all schools may be considered to employ them. Only the four main aids were discussed on the questionnaire.

RECOMMENDATIONS

It is felt that the principal recommendation is not that Economic Geography be placed in either the Business or the Social Studies curriculum, or that it be taught by a Business or Social Studies teacher. Of far greater importance than these two issues is the urgent recommendation that Economic Geography be made available to all students in the high school program, regardless of their curriculum and educational objectives.

Under existing conditions, Economic Geography is a required subject in either the Business or the Social Studies

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curriculum, depending on the school in question, and the curriculum with which the subject is <u>not</u> associated has no opportunity to study the Geography matter. Exactly why the subject is better adapted to any one group of students than to another group is difficult to understand.

The writer hesitates to recommend that Economic Geography be made a required course for all high school students, despite its obvious value in developing knowledge, skills, and attitudes that are necessary in today's social and economic living.

The writer does recommend, however, that if the subject is not required for all students, it be made available to all in the high school program. If the subject is required in the Business curriculum, it should be at least an elective in the Social Studies curriculum, and conversely, if the subject is required in the Social Studies curriculum, the Business students should have the opportunity to elect the course and thus share in its advantages.

ment of Economic Geography in the Social Studies curriculum, this does not necessarily mean that the subject should be departmentalized. Economic Geography should be in no sense restricted, either in a department or to a certain type of instructor. It should make no difference if the subject is to be taught by a Business, Social Studies, or Household Arts teacher, just so long as the subject is taught by the teacher

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who is most adequately prepared for its instruction.

Economic Geography must no longer be given haphazardly to a teacher merely because he has room in his teaching load for another subject, or because no other teacher in the school desires to instruct the subject. The teacher of Economic Geography must be adequately prepared in his subject, just as the teachers of mathematics and languages are in theirs.

Another recommendation is that teacher-education institutions require broader Geography background preparation for students of all curricula, especially in those colleges where no Geography courses are required in the four-year program. A minimum Geography requirement for prospective high school teachers should include at least a course in the basic principles of Geography, a course in Physical Geography, and a course in Economic Geography. This minimum requirement should pertain to students in both the Business and Social Studies programs.

Whenever possible, the selection of the teacher of Economic Geography should be made from those applicants or students who are Geography majors or minors, for this type of student is more thoroughly prepared to instruct high school Geography than any other prospective teacher.

Regardless of the previous Geography background of the instructor, however, he should take it upon himself to keep abreast of social and economic changes as they affect his

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subject. Travel is an excellent and practical means of improving geographical knowledge. Graduate or extension courses
in subject matter and teaching methods are invaluable. Intensive reading will enable the teacher to keep up to date with
changing trends in the field.

No teacher, whether Geography or other, should allow himself to remain inactive insofar as increasing his understanding and knowledge of his subject field is concerned. Educational aims and objectives are changing too constantly to allow for complacency and self-satisfaction.

The Economic Geography teacher should employ as many varied activities in the instruction of the subject as are possible. Reliance upon a single textbook results in the development of monotony and disinterested students, and will accomplish nothing toward elevating Economic Geography to its rightful place in the high school curriculum.

An interested Geography instructor must use varied and various methods of presenting the subject matter, if it is to be made the <u>living</u> subject it should be. Students welcome problems and projects to be thought out, as well as study units to be completed. A variety of procedures will go far toward creating the interest and enthusiasm which is merited by the practical and up-to-date Economic Geography.

The use of a variety of visual aids will tend to add interest and meaning to whatever classroom procedures are

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employed in the instruction of Economic Geography. Maps, globes, and bulletin boards should be the minimum visual aid equipment in the high school Economic Geography class. The use of films is increasing rapidly, due to the large number of educational agencies which provide such films at little or no expense to the school. Classroom exhibits are another simple, yet effective, means of providing visual aids which will stimulate interest and attain positive results in the teaching-learning process. Field trips may be classified as a visual aid, and are a popular means of creating interest in Geography class work.

Economic Geography can accomplish its aims and objectives only if it is available to all students, and only if it is presented by competent Geography instructors. It will become a live subject only if taught by live, alert teachers who possess the interest and initiative to make Economic Geography a human study, and not a subject of facts and figures.

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APPENDIX A

26 SELECTED HIGH SCHOOLS ON WHICH THE THESIS STATISTICS ARE BASED

NAME OF SCHOOL	LOCATION

1.	Herbert Hoover High School	San Diego, California
2.	West High School	Denver, Colorado
3.	Darien High School	Darien, Connecticut
4.	St. Petersburg High School	St. Petersburg, Florida
5.	Steinmetz High School	Chicago, Illinois
6.	Portland High School	Portland, Maine
7.	Forest Park High School	Baltimore, Maryland
8.	Belmont High School	Belmont, Massachusetts
9.	Brookline High School	Brookline, Massachusetts
10.	Chelsea High School	Chelsea, Massachusetts
11.	Lynn Classical High School	Lynn, Massachusetts
12.	Medford High School	Medford, Massachusetts
13.	Ann Arbor High School	Ann Arbor, Michigan
14.	Southwest High School	Minneapolis, Minnesota
15.	Portsmouth High School	Portsmouth, New Hampshire
16.	Long Branch High School	Long Branch, New Jersey
17.	South Side High School	Newark, New Jersey

APPENDIE A

SE SELECTE HIGH SOHOOLS ON WHICH .

MAME OF SCHOOL

LOCATION

. 1	Herbert Hoover High School	Sam Diago, California
.8	Toores High Barron	Denver, Coloredo
8.	Darien High School	Darien, Connecticut
	St. Petersburg High School	St. Ferenaburg, Florida
5.	Steinmetz High School	Chicago, Illinois
.8	Portland High School	Portland, Maine
7.	Forest Fark High School	Saltimore, imryland
.8		Belmont, Massachusetts
.0	Brookline High School	Fronkline, Massachusetts
.OI	Chelses High School	Chelses, Assesohusetts
·II	Loomes dath testmosts may	Lynn, Massachusetts
.S.	Medford High School	Metford, Massanhusetts
.81	Ann Arbor High School	Ann Arbor, Michigan
.61	Southwast High School	Minneapolis, Minneapta
15.	Portsmouth High School	Portamouth, New Hampehire
16.	Long Branch High School	Long Stanoh, New Jorsey
17.	South Side High School	

18.	East Side High School	Paterson, New Jersey
19.	Sante Fe High School	Sante Fe, New Mexico
20.	Benjamin Franklin High Schoo	l Manhattan, New York
21.	Germantown High School	Philadelphia, Pennsylvania
22.	Mt. Pleasant High School	Providence, Rhode Island
23.	Greenville High School	Greenville, South Carolina
24.	Cohn High School	Nashville, Tennessee
25.	Newport News High School	Newport News, Virginia
26.	Central High School	Madison, Wisconsin

Paterson, New Jersey	18. Mast Side High School	
Sante Fe, New Mexico	19. Sante Fe High School	
in School Manhattan, New York	30. Benjamin Franklin Hig	
1 Philadelphia, Pennsylvonia	21. deramtown High School	
ool Providence, Shode Island	SS. Mt. Plessant High Son	
describe, South Carolina	23. Greenville High Schoo	
Nashville, Tempesee	E4. Cohn High School	
newport News, Virginia	as designed been figh Sch	
Madison, Wisconsta	. Icodos datH lautueD . ds	Š.

APPENDIX B

COPY OF THE QUESTIONNAIRE SENT TO 35 SELECTED HIGH SCHOOLS

	What	4- +1	no nome (of the	Geogra	nhy c	ourse in your school?
To	what	18 11	ne name o	T one	acoero		Economic Geography
							Commercial Geography
							Commerce & Industry
							Physical Geography
							World Geography
							Other
2.	With	what	curricu	lum is	the Ge	eograp	hy course associated? Business
							Social Studies
							Other
3.	With	what	departme	ent is	the Ge	eograp	hy teacher associated?
•	H I VII	11 22 00 0	do par viii				Business
							Social Studies
							Other
	TIPL - 4	math			tho i	in a + m	
4.	wnat	metn	oas are	usea II	r one .	Instru	ection of this Geography?
							Problem method
							Project method
							Study-guide method
							Textbook method
							Others
5.	Upon	what	approac	h is th	ne maj	or emy	hasis placed?
			a bit you		123		Regional approach
							Commercial products
							Human approach
							Other
c	What		01 0440	0.700 11.00		the to	eaching of the course?
0.	MITSE	VISU	ar arus	are use	ed TH	one ce	
							Films and slides
							Maps and graphs
							Exhibits
							Bulletin boards
							Others
7.	adeq	uatel		ed you	to te	ach yo	erses at college have our present classes in
				-			
					to the second		
	9 13439						
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APPENDIX B

COPY OF THE QUESTIONNAIRS SENT TO 25 SELECTED HIGH SCHOOLS

. What is the name of the Geography course in your school? Economic Geography	I.
Commercial Georgeby	
Commerce & Industry	
Physical Geography	
World Geography	
Tento	
. With what ourrigulum is the Geography course casociated?	8
seibgje isieck	
Ted\$O	
The Jalouse Tenenet vice Geography tal them Jusque Jedy dill .	35
esenievi	
Social Studies	
Tedito	
Typographed aint to moltourisut out al hase era aboutem tank .	4
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. Do you feel that your Caography courses at college have	
ni secasio inscord Thou done of how beingold with the	
Geography? Please comment.	
A STATE OF THE PROPERTY OF THE	

APPENDIX C

779 Somerville Avenue Somerville, Massachusetts January 2, 1947

High School

To the Geography Instructor:

As a former instructor of high school Geography, I am at present attending Boston University in hopes of obtaining a Master's degree. My interest in Geography has resulted in my choice of that subject for my Master's thesis, and as a result I am making a survey in the subject in an effort to determine the present status and possible future trends of Geography in the high schools of the nation.

Through the use of the enclosed questionnaire, I hope to obtain information that may be of some benefit to the teachers of high school Geography--information which may help to clarify some of the confusion and uncertainty that is retarding a subject which could well be the most fascinating of all high school subjects.

I sincerely hope that you will give the enclosed questionnaire a few minutes of your time. Any comments you may wish to make concerning your Geography course may be written on the reverse side of the questionnaire. Please do not hesitate to do this if you so desire, for such comments and suggestions may prove more valuable than the items appearing in the questionnaire.

Since I am sending this questionnaire to a very limited number of high schools throughout the country-thirty-five, to be exact--I am hopeful of a high rate of returns if the survey is to be reliable and revealing.

Should no Geography course be offered in your high school, please return the questionnaire marked accordingly, so that I may know that fact.

I shall be happy to send a copy of the findings of the survey if you desire it, for it may prove interesting and enlightening to instructors who are enthusiastic about their subject of Geography.

I sincerely hope that I may hear from you as soon as possible. Thank you very much for your time and efforts in this research.

Very sincerely yours,

WEELMER C

779 Somerville Avenue Somerville, Massachusetts January 2, 1947

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To the Geography Instructor:

-earq is me I .vdgsrgoed loodes did to rotoutent remto's at present attending Boston University in hopes of obtaining a Master's
degree. My interest in Geography has result in my choice of that subject for my Master's thesis, and as a result I am making a survey in the subject in an effort to determine the present status and possible future trends of Geography in the high action.

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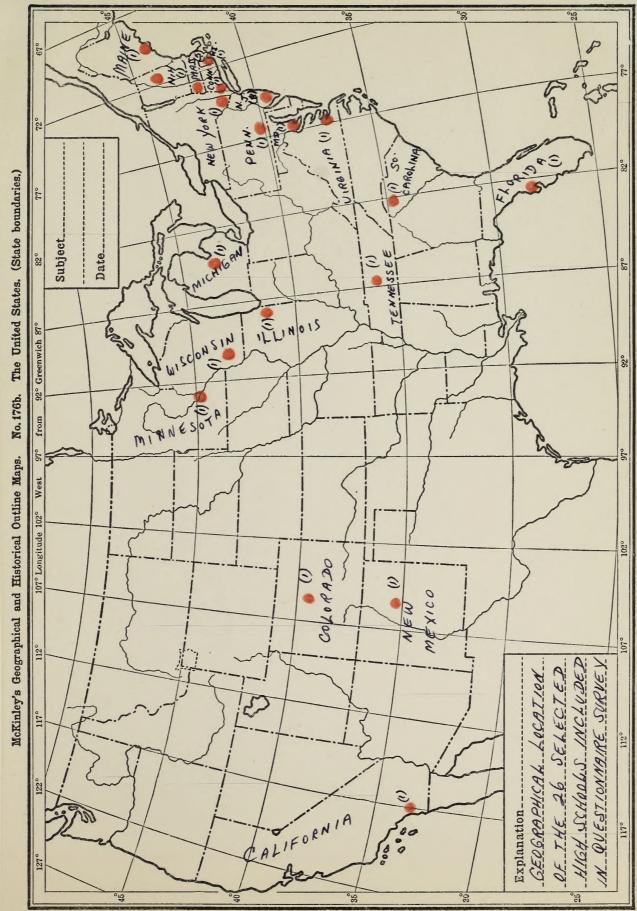
Since I am sending this questionnaire to a very limited number of high schools throughout the country-threy-five, to be exact-I am hopeful of a high rate of raturns if the survey is to be reliable and revealing.

Should no Geography course be offered in your high school, please return the questionnaire marked accordingly, so that I may know that fact.

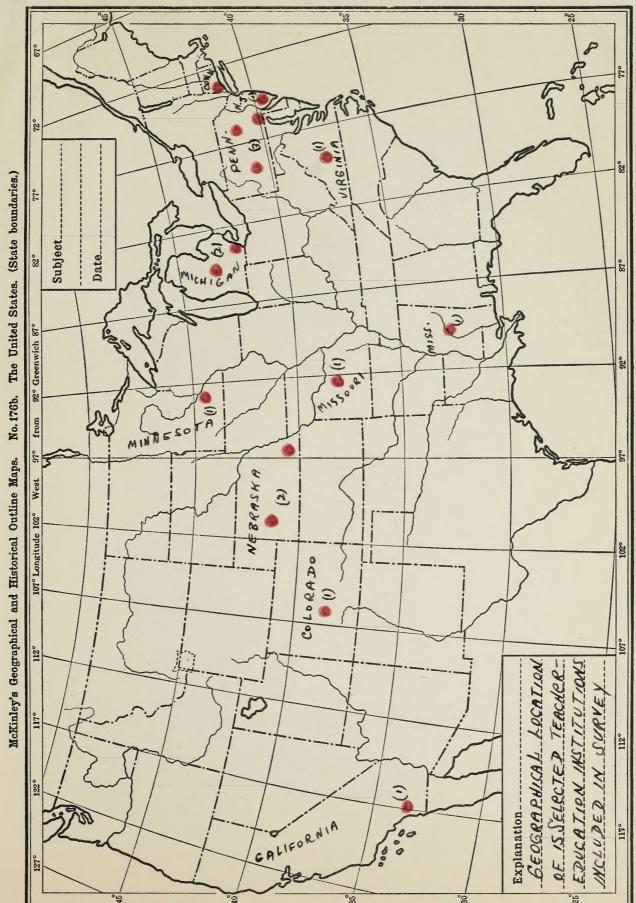
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.eldisec as noos as not not read year I ted equi seconts I thank you very much for your time and efforts in this research.

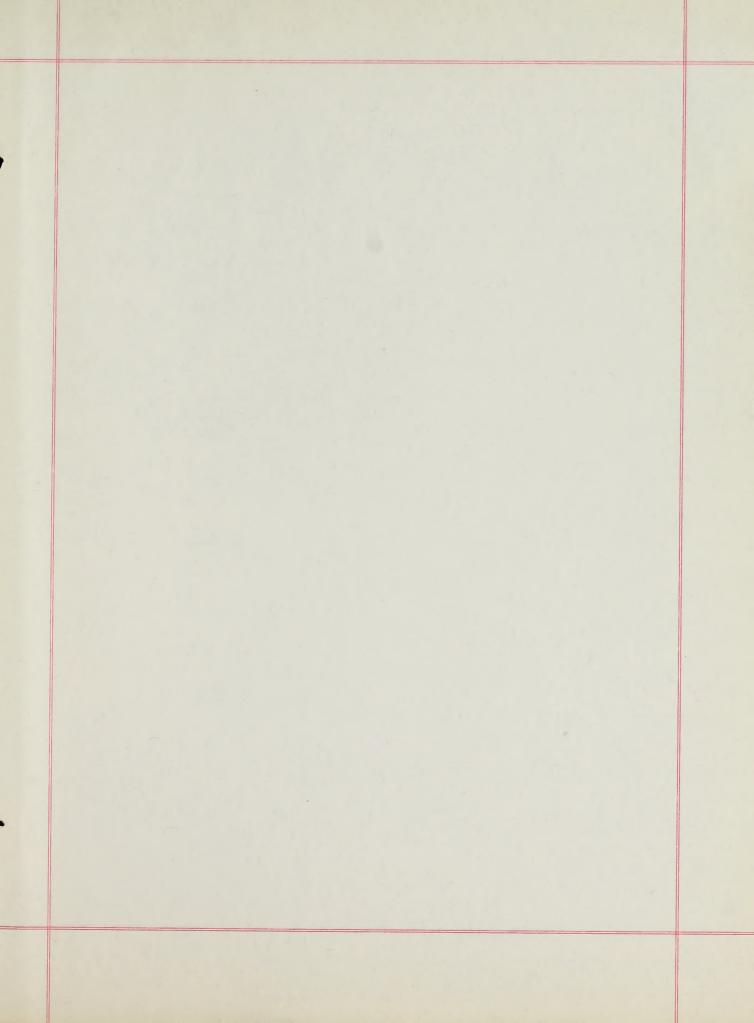
Very sincerely yours,

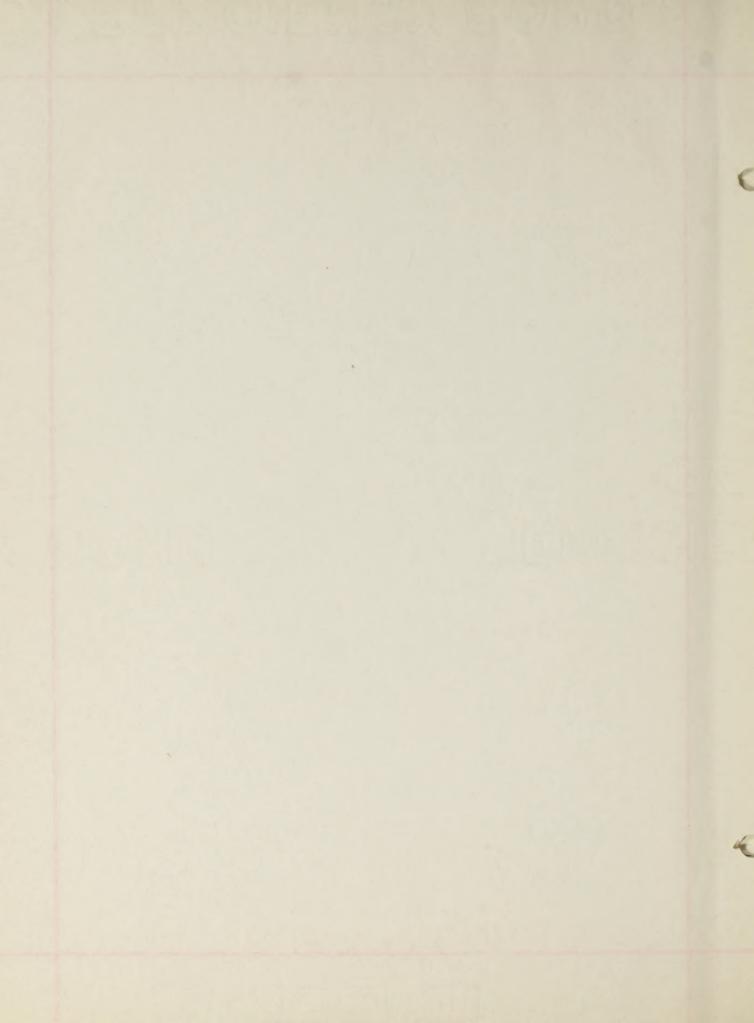


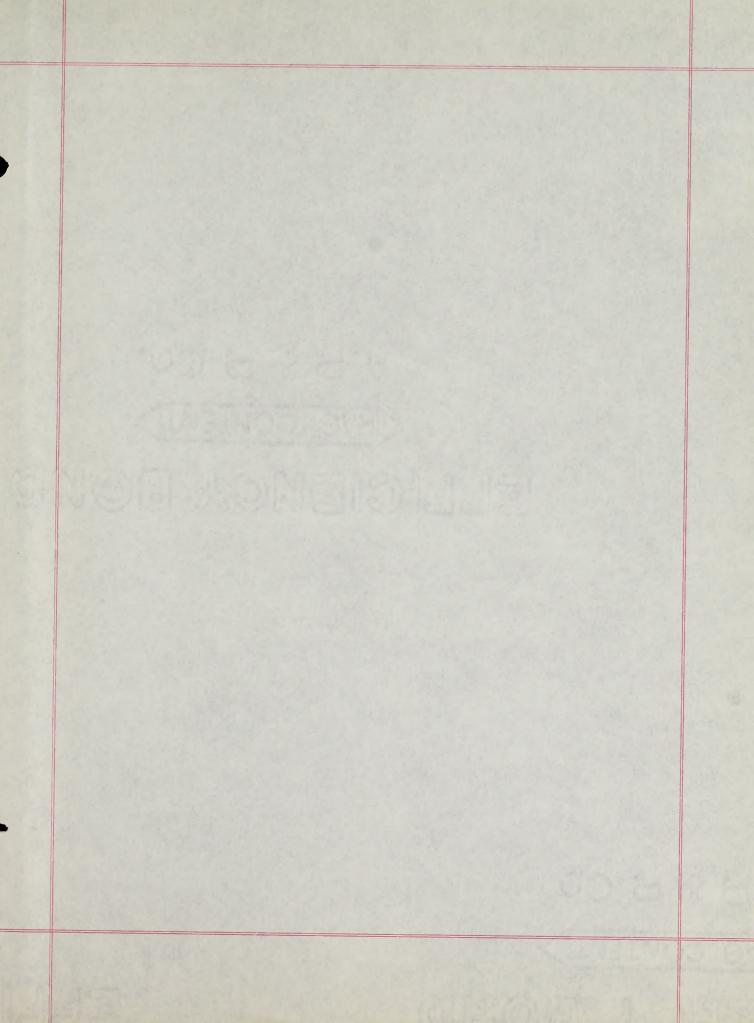
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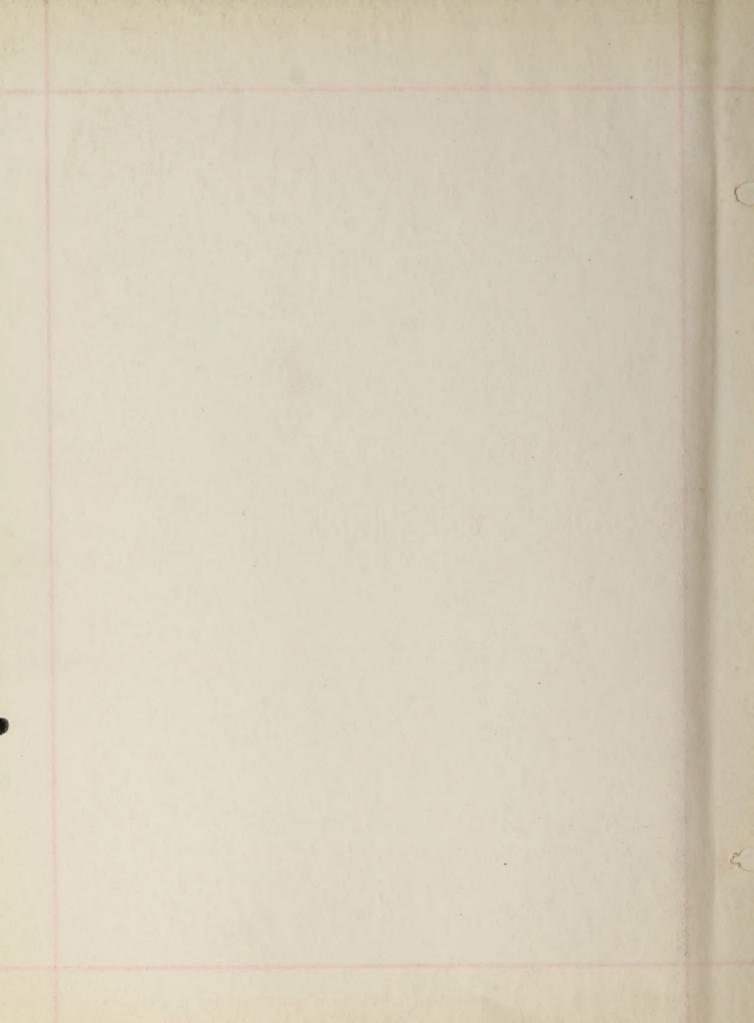


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